



The effect of kick-box on violence tendency of the high school students

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Abstract

Aim: This study aims to compare the violent tendencies of High School students who participate in kickboxing with those of students who do not.

Method: In total, 103 licensed kickboxers from Konya were surveyed, including 18 women and 85 men. The sample was selected using a stratified sampling technique. Data analysis was performed using SPSS and LISREL. The statistical "Independent Sampling t-Test" was used to analyze the disparity between the two groups. Confirmatory Factor Analysis was used to ensure the reliability of your scale in this study.

Findings: The compliance indices are within reasonable ranges, as shown by the CFA results; this suggests that the scale was adequate for the purposes of the study. Finding a Cronbach's alpha of .66 indicates that the scale is a credible research tool for this study. The study found that compared to non-kickboxer secondary school students, kickboxer secondary school students had lower violent tendencies.

Implications/Novel Contribution: Kickboxing, which incorporates a wide variety of martial arts techniques, has not been the subject of any research on violence in young people. Therefore, this research is expected to add new insight to the existing literature on kickboxing's impact on young people's aggressive behavior.

Keywords: Violence Tendency, Kick-Box, Sport

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INTRODUCTION

Team sports like football, basketball, and volleyball are played frequently in today's classrooms. Nevertheless, despite these sports, school violence continues to rise. Professor Steven Danish found that when people could see the results of their hard work, their happiness levels soared. This is more common in individual sports than team sports (Hsin-Yi, 2015; A. Tekin, Tekin, & Elioz, 2011).

Findings from a study contrasting the loneliness experienced by athletes who compete individually versus those who play on a team indicate that the two types of sports participation have distinct effects on character traits and levels of isolation. Research shows that athletes tend to have more admirable characteristics as individuals (G. Tekin, Aykora, Bozaci, & Elioz, 2010; Sadik, 2016). This data supports the idea that various sports, particularly individual martial arts, can be used to curb school violence.

There can be positive and negative effects on a person's mental health and social life from engaging in martial arts. More generally, two claims contradicting each other can be made. Many academics maintain that martial arts enthusiasts have improved their psychological well-being and moral character. It's common knowledge that this is where martial arts really shine. Even though many people do not practice martial arts because they believe they promote violence and aggression, researchers have identified many benefits associated with training in these disciplines. One of the main reasons for the spread of negative thinking about martial arts is the way these arts are introduced in popular films and television shows. Researching Japanese guinea pigs, karate, and taekwondo students involved many methods. Confidence, independence, belief in oneself, and self-esteem tend to rise, while feelings of anxiety, aggression, hostility, and neurosis tend to fall (Sylvia, Pidor, Limjuco, & Barluado, 2017; A. Tekin et al., 2011).

Kickboxing is a martial art that evolved from karate, Thai, and western boxing. The origins of kickboxing can be traced back to ancient Asia, where it has been practiced for over two thousand years. To some extent, Kick

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Boxing can be viewed as a fusion of martial arts throughout its sport. In addition, this sport has a wide range of skill levels between the lightest and the heaviest competitors. Because of this, people with a wide range of personalities can participate in this sport.

Evidence from studies and media reports over the past few years shows that youth crime and violence are rising despite efforts to curb them; much of this violence among adolescents occur in educational environment (Ibrahim, Altay, & Ceyhan, 2014). There has been a lot of coverage in the media about school violence among students. Lower age groups are beginning to experience violence that makes students and teachers feel unsafe, which has been prevalent in high schools and similar institutions for quite some time (Goktas, 2010; Nuchso, Tuntivivat, & Klayklung, 2016).

Today, after the family and vital environment, the school is the first social environment in which children raised in families with varying socio-cultural structures are acknowledged. The words "school violence" and "school shooting" are often used interchangeably, even though they have no place being used together (Ibrahim et al., 2014; Shams, 2016).

According to the data, kickboxing, developed much later than team sports and is not favored due to its violent nature, is expected to reduce violent behavior. Various sports and athletes were studied to better understand the impact of personality traits on performance. Kickboxing incorporates a wide variety of martial arts, but no studies look at how this may affect young people's propensity for violence. As a result, this research is expected to add new information to the literature on kick sport's influence on aggressive behavior in young people.

LITERATURE REVIEW

Violence is a phenomenon that has been as old as the history of humanity. This case has been defined in the Encyclopedia of Social Sciences as physical pressure methods for personal or group purposes (Ergil, 2001). In the first sense, violence is anti-peace. The relationship between violence and aggression with violence is direct. The use of force in individuals, groups or socially harmful aggressive tendencies can be called as violence (Ayan, 2006). A person's conscious and deliberate behavior in order to cause psychological and physical harm to his/her social environment is also called as an attack. The tendencies that exhibit a relatively continuous tendency to show offensive behavior are called aggression. It is seen that aggression is defined as behavior that is intended to cause physical or psychological harm, harm and injury to another person or to himself/herself (Yilmaz, 2013).

Aggression behavior is a behavior model that takes place in the psychology of human beings. The reason for this behavior is the questions that should be answered, such as how it occurs, what events and situations it prepares for, and when and in what situations. However, there is a known fact that aggressive people are full of anger and anger. They express within them hostility via Anger attacks and violent attacks Bayram (2012).

The oldest view that explains the causes of human aggression is the view that aggression exists in the biological structure of people, and Freud comes among the most important advocates (Koknel, 1995; Renfrew, 1997). At first, Freud argued that aggression was caused by blocked libido (Yilmaz, 2013). Various factors can be effective in the occurrence of aggressive behavior. These factors may be effective on their own, or one or more factors may combine at the same time to cause aggressive behavior. Factors affecting aggression are; personality, family, mass media, drugs and alcohol use, environmental factors and bullying (Bayram, 2012).

Violence incidents in schools are generally on the agenda as physical violence, and because of the long term, many children have not been sufficiently focused on the phenomenon of bullying that caused the school to cool down. However, school bullying is a common problem in many societies around the world (Furniss, 2000). School bullying is the most common form of school violence today (Sharp & Smith, 2002; Unalms & Sahin, 2012).

Peer bullying became a focus in 1982, when three adolescents committed suicide due to school tyranny in Norway. The first studies are mostly studies to examine the nature of peer bullying and its effects on students and mostly examine physical bullying among male students. However, with the increasing efforts of peer bullying in all the countries of the world through the continent of England and Europe, the definition of peer bullying has been extended and the sub-species such as verbal and relational bullying have begun to be examined besides physical bullying (Ertan, 2012).

There is a great accumulation of energy in the adolescent individual. When this energy is not directed to positive channels like sports or art, there are some drawbacks. They turn into young people who have a quarrel in

the neighborhood, kicking the walls, and why they are aggressive (Soylemez, 2004).

The person tries to destroy the aggressive behaviors, which the society normally prohibits or does not tolerate, through sport. In particular, people's rebellion, such as rebellion against authority, non-submission to pressure, can be seen in the form of ambition or aggressive behaviors that are completely in the rules of sporting activities and may cause the aggression of the athletes to be at the lowest level (Yilmaz, 2013).

Sports, whose main purpose is to contribute to the physical, spiritual and social development of the human being, is a very effective social phenomenon in creating modern society. It is accepted that there is a significant degree of parallels between the conscious spread of sport and the popular sporting of the people and development (Bayram, 2012). Any physical activity performed by an athlete leads to anatomical, physiological, biochemical and psychological changes (Bomb, 2013).

One of the biggest disadvantages of our infinite learning ability is the fact that we can learn to do the wrong things. A large part of physical training involves understanding the bad habits, removing them and destroying them (Connolly & Syer, 1998). For example; the stimulatory agents, even after coffee consumption at least some amount of coordination ability, complex thinking adversely affected athletes and nerves have been reduced. It is a gain that the athlete can recognize it (Baron, 2008).

Research Model and Participants

The research was designed in a general survey model. Kick Boxing is a sport that contains Far East Asian sports such as taekwondo-karate and judo. The basic philosophy of these sports is that the person's self-aware, control and energy and mind are combined manage the person. There are misconceptions that this sport encourages violence. This research aims to examine the effects of violence tendency of kick-box by comparing violence tendencies between kickboxer and non-kickboxer High School students.

A total of 103 kick-boxing athletes, 18 female and 85 male licensed in Konya, were included in the research. In addition, 150 high school students in Konya were selected by a random sample method, and 136 student, 24 girls and 112 boys, were included in the study. It was noted that when selecting the sample, equal number of students from different high school types were selected. Stratified sampling method was used in the selection of the sample. Persons with parental consent and willingness to participate were selected.

METHODOLOGY

Sports clubs operating in Konya were interviewed. High school students who were doing kickboxing were identified. High school students who kick boxer sports in Konya "Konya, Turkey Kickboxing Federation of the Representative Office" was determined according to the records obtained. The content and importance of the research were explained by face to face interviews with the selected students and their families. A total of 103 students (18 females and 85 males) who accepted to participate in the study were subjected to violence tendency scale. The demographic characteristics and type of high school of the kickboxing students included in the study were determined. The students who attended the same schools and had similar demographic characteristics but did not do kick boxing were also identified. These students were interviewed face-to-face and the violence tendency scale was applied to those who wanted to participate in the study. The number of boys and girls who kickboxing and the number of boys and girls who do not kickboxing were proportional to the number of students. The obtained data were analyzed and the results were interpreted.

Measures

The "Tendency of Violence Tendency Scale" was used for high school students that Yildirim and Haskan developed. Analysis of data has been done with SPSS and LISREL data analysis program. "Independent Sampling *t*-Test" was applied to examine the difference between the groups was determined. Confirmatory Factor Analysis has been used for the validity of the scale in this research.

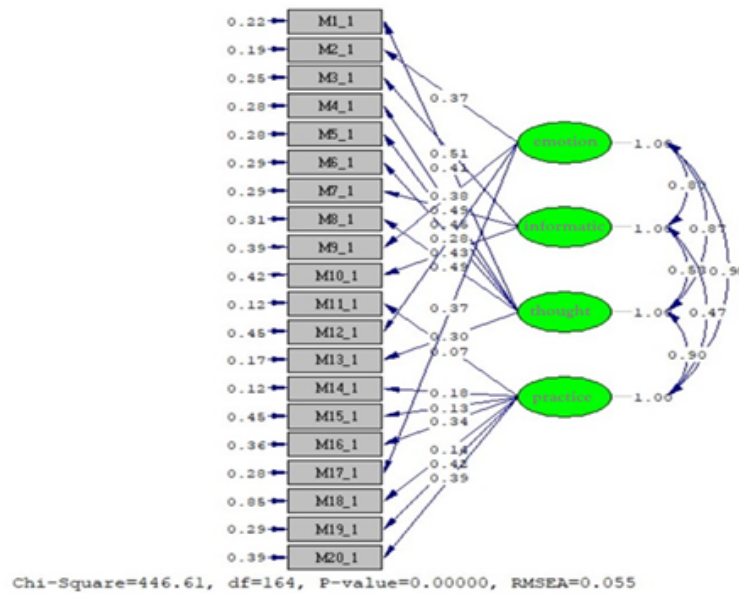


Figure 1. Path diagram of confirmatory factor analysis for validity scale

As shown in the path diagram, all t-values showed values at 0.05 significance level and it was found to be significant. When the Fit index parameters are examined, all values are found to be perfect ($p = 0.0$, $RMSEA = 0.05$, $X^2/df = 2.71$, $NFI = 0.93$, $NNFI = 0.95$, $CFI = 0.96$, $IFI = 0.96$, $GFI = 0.93$, $AGFI = 0.91$). Cronbach Alpha reliability coefficient was found .72. This numerical data shows that the scale is a valid scale in this research.

RESULTS AND DISCUSSION

In this section the findings and results obtained from the research are given.

Table 1: *t*-test results of violence tendencies of high school students who are kickboxer and non-kickboxer

Groups	<i>n</i>	<i>X</i>	<i>Ss</i>	<i>t</i>	<i>p</i>
Non-Kickboxers	136	1.78	.324	5.63	.001
Kickboxers	103	1.49	.320		

When the above table is analyzed, it is seen that there is a difference in favor of the kick-boxing between the averages of the two groups. When we look at the p score $p > 0.05$, this difference is understood to be meaningful (Dedication level .05 received). When we look at the standard deviations, the standard deviation of kick-boxers is lower than the ones. So the kick boxing group is more homogeneous than the other. As a result of the research, was found to be less than tendency to violence the in kick-boxer secondary school students according to non kick-boxer secondary school students.

Table 2: *t*-test results of violence tendencies of high school students who is non-kickboxer according to gender

Groups	<i>n</i>	<i>X</i>	<i>Sd</i>	<i>t</i>	<i>p</i>
Non-Kickboxer Males	112	1.76	.37	4.17	.000
Non-Kickboxer Females	24	1.42	.21		

When Table 1 is examined, male students ($X = 1.76$) who do not kick-box according to arithmetic means are more violent compared to female students ($X = 1.42$). However, when the p value is examined, this difference is significant. It is concluded that males who do not have kick-boxing tend to be more violent than girls.

Table 3: *t*-test results of violence tendencies of high school students who is kickboxer according to gender

Groups	<i>n</i>	X	Ss	<i>t</i>	<i>p</i>
Kickboxer Males	85	1.49	.36	.14	.88
Kickboxer Females	18	1.35	.33		

In the table above, the values regarding the violent tendencies of the boys and girls who kick-boxing are observed. Although the intensity tendency scores ($X = 1.49$) of the males taking kick boxing were higher than the females' scores ($X = 1.35$), this difference was not significant ($p = .88 > .05$).

Kickboxing positively affects the violent tendencies of secondary school students. In line with this result, it was determined that the violent tendencies of the students who did kick boxing were lower than those who did not do kick boxing.

Male students who do not do kick boxing tend to be more violent than female students who do not do kick boxing.

There is no differentiation in the violence tendencies of male students who do kick boxing and female students who do kick boxing.

These results support the research conducted by A. Tekin et al. (2011) As a result of this research, there was no gender difference. In addition, the results of the positive behaviors of individuals in individual sports also support our research. This shows that the effect of kick boxing on violence does not differ according to gender.

Bara Filho, Ribeiro, and Garcia (2005) study also demonstrated a significant difference among athletes and non-athletes regarding aggression level, particularly in the material arts. The body of these findings illustrates that involvement in any sports activity is related to aggressive properties. Morgan and Costill (1996) found that athletes in comparison with non-athletes have even lower levels of aggression. These results support the results of this study. In other words, it was determined that kick boxing reduced the tendency of violence.

Kepekci and Cnkr (2006) reported that 35.5% of high school students physically resorted to violence at least once during the academic year. In a study conducted in Istanbul by Alikasifoglu et al. (2004), the prevalence of high school students in demonstrating violent behavior was examined. As a result of the research, it was stated that 42% ($n = 1720$) of the students were involved in at least one fight in the last year. In a study conducted by the Haskan and Yildirim (2012), aggression and violence among young people were mostly associated with criminal offenses. In this respect, the rate of criminal offenses of male students was 28.2% and 1.5% for girls. At the same time, this ratio was 14.3% in high schools and 15.3% in primary schools. Kapci (2004) stated that 40% of the students were exposed to physical, verbal, emotional and sexual bullying in their study on primary school students (Avci, 2011). These studies show that the tendency of violence among high school students is an important problem. The necessity of intervention programs to solve this problem is inevitable. Considering these reasons, the results of this study prove that kickboxing can be included in early intervention programs.

This research is expected to shed a light on this issue due to the lack of researches about kickboxing in secondary education and insufficient research. In addition, it is desired to be used as a tool to prevent the violence that is inevitable in secondary education institutions and to realize the necessity to disseminate among the youth. It is expected to form a step for future research.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

This study is limited to Konya. In order to make the sample wider, this study can be done throughout the country. The impact of different individual and team sports on the tendency to violence can be a new subject of study. In addition, only violence tendency scale was used in this study. The results can also be evaluated using scales to determine different personality traits.

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